



Reception

Autumn 2 – 2016

Topic

How do you celebrate..?

Communication and language development

- **Listening & attention**-adding correct actions to songs, e.g. Autumn leaves, 10 little fireworks. Listen and recall story events. Use of Kagan games working in twos and in building class bonds. Play listening games such as 'Simon says'. Adding intonation when saying Halloween and firework words, e.g. whooooo! whoosh, bang! Model good listening at all times.
- **Understanding**-use of positional language when acting out being fireworks-up, down, between. Following simple instructions to make a 3D firework using card and paper.
- **Speaking**-talking about their own and story character's emotions in different situations. Role play opportunities, e.g. Diwali role play masks, fire station small world area, being a firework in movement time. Adding a narrative to their play whilst using the nativity characters.

Physical development

- **Moving & handling**-Acting out being a monster, ghost, firework using associated vocabulary to describe & control movement, e.g. stretch, strong, fast, stomping. Use space appropriately and encourage safety whilst moving around showing a developing awareness of others & negotiating space. Start to explore how different music can affect mood and movement- firework music compared to Christmas music. Develop manipulation skills through creating 3D fireworks from card and paper, by making divas for Diwali out of play dough using associated language, e.g. squeeze, push. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. running, jumping and using larger equipment, e.g. climbing frame, bikes. Putting on wet weather clothes. Using a range of tools, e.g. mouse on the computer, scissors for Christmas art.
- **Health & self care**- Continue to reinforce indoor and outdoor boundaries & what we could do when we begin to feel too hot or cold, e.g. put coat on/off. Continue to encourage good personal hygiene, e.g. washing hand after the toilet or before snack. Introduction of choosing a new snack of the week giving the opportunity to try new, healthy snacks, e.g. cucumber, pepper. Introduce teeth cleaning -Visit from dental nurse Kelly and teeth cleaning in school.

Personal, social and emotional development

- **Making relationships**-Continuous use of whole school and class rules and expectations through our charter. Encouragement of working and playing in group situations, e.g. working together to gather leaves in the wheel barrow, working in pairs to answer questions etc. Encourage children to use words to explain to others what is wrong rather than shouting, hitting out etc.
- **Self-confidence and self-awareness**- Looking after ourselves, each other and our classroom. How will we stay safe near fireworks? Watch Wellington the fire safety elephant. Continue to discuss feelings in circle time.
- **Managing feelings and behaviour**-Continue to use our behaviour board, stamps & stickers. Encourage sharing- sharing snack at snack time. Circle time-taking it in turns to speak. Explore feelings about Halloween, fireworks and bonfire night & it is OK to feel scared or excited.



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✓ Visit the Parkfield website to: read the latest class news, look at photo slideshows and go to the *Parents' Zone* to access resources to help you support your child learn at home. Use Tapestry to show us what is happening at home-we celebrate this in class!

Literacy development

Reading-Reading own name and labels around the classroom. Recognise and name story characters, e.g. Rama & Sita from the story of Divali. Talk about and sequence stories-Guy Fawkes. Look at different types of text, e.g. instructions on our investigation table, non-fiction computer book to find about Guy Fawkes and storybooks.

Writing- Name writing, focusing on handwriting skills. Funky fingers area to build up fine motor skills in the children's wrists and fingers leading onto holding a pencil and forming letters with control. Interesting paper in the mark making area in the shape of witches, fireworks etc. To write letters in mud using fingers and sticks. To use paintbrushes-holding them correctly and creating shapes with control.

Understanding the world

- **People & communities**- Talk about families & how they celebrate bonfire night, Halloween etc. Discuss feelings during different celebrations-remembrance day, firework displays, Christmas. Watch clip about a girl celebrating Diwali and her feelings. Other families in Rochdale will also be celebrating Bonfire night, Remembrance day, Diwali, Christmas.
- **The world**-Discussing feelings, sights and sounds during different celebrations.
- **Technology**-Continue to use class computers-icons and simple mouse control. Intro using Smart Board as individuals. Fire work pictures on simple paint program. Use of Tapestry with the children to pass on clever learning to their families.

Mathematics

- **Numbers**-Reading and counting using numbers to 10 and beyond. Numbers important to the children, e.g. door numbers, age etc. Number songs involving addition and subtraction. Matching objects to numbers, e.g. matching 7 presents to the number 7 card. Finding answers to simple number problems, e.g. how many more do we need?
- **Shape, space & measure**- sorting fireworks through height, colour, shape etc. Use of time words when talking about the story of Guy Fawkes, e.g. before, long ago. Time words explaining when characters were alive compared to the present. Creating simple repeating patterns following basic rules.

Expressive arts and design

- **Exploring & using media & materials**- Singing songs and adding actions. Explore autumn items-conker shells and use language-spikey, smooth. Add different materials to workbench and easle-make sparkly fireworks. Investigation table-moving paint in different ways.
- **Being imaginative**-Develop role play area in to a party room for different celebrations. Collect children's ideas on what could be included. Acting out real life in home corner and in small world area, e.g. dolls house. Adding percussion to firework poems. Being a fire work in movement time. Comparing how music influences how we feel and move.

Your Ideas

What would you like to see your child learn this half term?

Please write in the box, cut it out and hand in to us.

Child's name: _____

Homework

To give your child the best possible start in reading we expect you to help your child read their book **least 3 times** a week. Don't forget to ask questions about the book.

Your child needs to recognise each letter and hear the letter sound at the beginning and end of words, e.g. ssssnake, ssssun, messsss.

The sounds we have already covered are;

a, e, i, o, u, s, t, p, n, m

The next set of sounds we will be covering are;

d, c k, ck, h, r, b, g, f, ff, l, ll, ss,

Challenge-Put the sounds together to **read and write** simple words, e.g. sun, put, in, on, is, it.

Your child also needs to recognise all numbers to 10 with speed and confidence.

Challenge-find one more/less than a given number and use the terms before, after, between.